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Abstract

The Classroom on Wheels was an experimental program involving a series of trips by Junior High School Students to places of interest in the city. Randomly selected groups of students were tested before and after to evaluate the program's effectiveness in terms of pre-program objectives. These including helping students to increase their liking for school, to retain information gained on the trips more easily, to indicate a more positive attitude toward other racial and ethnic groups, and to learn more about existing city services. Faculty evaluations of the program were also obtained. Faculty opinion was divided, but was generally favorable to continuation of the program if administrative details could be more carefully worked out. Subsequent testing on students revealed that there was no significant increase in their liking for school and that absenteeism and lack of punctuality did not decrease. Also, no change was noted in attitudes towards other racial or ethnic groups. However, retention of information received on the trips was significant and students were able to identify slides of places visited. Few city service agencies were visited so that this objective could not be evaluated. Sample tests, interview schedules and evaluation forms are included in the appendix. (SH)

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EVALUATION

OF THE

CLASSROOM ON WHEELS

PROGRAM

JAY COOKE

JUNIOR HIGH SCHOOL

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Technical Report No. 6910

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THE SCHOOL DISTRICT OF PHILADELPHIA
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SUMMARY

The Classroom on Wheels program involved a series of trips to various places in the city for enrichment purposes. Five buses were provided daily. Classes went on an average of nine trips during the course of the year, with two thirds of the classes going on between six and twelve trips.

To assess attainment of program objectives, six measures were taken:

1. A semantic differential was administered to detect changes in pupil attitudes.

2. A slide test was given to determine the extent of pupil learnings.

3. Individual pupil interviews were conducted as additional indicators of pupil learning and pupil feelings about the program.

4. A faculty questionnaire was administered to determine teacher judgment about the program and to solicit suggestions for improvements.

5. Average pupil attendance was compared with that of the previous year as an additional indicator of pupil feelings about school.

6. Average pupil lateness was compared with that of the previous year as an additional indicator of pupil feelings about school.

Findings indicated that:

1. There were no changes in pupil attitude in areas measured.

2. Pupils were generally favorable toward the program.

3. Pupils demonstrated learning from the program, but it was limited.

4. Teachers generally advocated continuation of the program, but offered many suggestions for extensive revisions in it.

5. There was no increase in average pupil attendance, or decrease in average pupil lateness, from the previous year.

Recommendations were offered concerning trip planning, use of bus time, trip scheduling, school organization, and program management.

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INTRODUCTION

During the 1967-1968 school year the Cooke Junior High School underwent extensive inside construction. This meant that part of the school plant was not available for use by the pupils. In order to deal with the problems arising from this situation, the school was provided with five buses a day. Thus about 200 pupils a day could be removed from the school building for educational activities and the problem somewhat alleviated.

From the educational point of view, Classroom on Wheels was based on the belief of Cooke's principal, Mr. Bernard Glantz, that the classroom should go beyond the walls of the school and out into the community.

Structured as an enrichment program, Classroom on Wheels activities were coordinated by Mr. Reginald Bryant, a full time enrichment assistant assigned to the program. Mr. Bryant's responsibilities included arranging trips, but initiation of the request for a trip was the responsibility of the individual teacher. Likewise, the application of trip experiences to classroom activities was the responsibility of the individual teacher. Trips were arranged to a wide variety of places of interest. Classes visited places such as:

1. Independence Hall
2. City Hall
3. Museum of Natural Sciences
4. Franklin Institute
5. Art Museum
6. Zoo
7. WCAU
8. Rohm and Haas
9. Evening Bulletin
10. Show Boat
11. Tyler School of Art
12. Masonic Temple
13. Naval Base
14. Gratz College
15. University of Pa. Museum
16. Civic Center Program
17. S.P.C.A.
18. Ogontz Campus of Penn State University
19. Lankenau Hospital
20. Pepsi Cola Company
21. Wills Eye Hospital
22. Central High School
23. Girls High School
24. Fire Museum
25. Fellowship Commission
26. Police Academy
27. WHYY - TV
28. Planetarium
29. F.B.I.
30. Maritime Museum
31. U.S. Mint
32. Abbotts Dairy
33. Cherrydale Farms Candy Company
34. Elkins Park
35. Computer Management Service
36. Saul High School of Agriculture
37. Pieri Lamp Company
38. Fleekop Meat Market
39. Acme Markets
40. Health Center
41. Fellowship House
42. Curtis Arboretum
43. U.S.S. Olympia
44. International Paper Company
45. Spectrum
46. Pa. Historical Society
47. Northeast Regional Library
48. Baltimore-Washington Stock Exchang
49. Philadelphia 1700
50. Lee Cultural Center
51. Schuylkill Valley National Cemeter
52. Pennsylvania Hospital
53. Simmonds Abrasive Company
54. Aquarama
55. George Washington High School
56. Drexel Institute
57. Bok Vocational School
58. Bell Telephone Company
59. Yankee Maid Meats
60. Penn Charter School
61. Fisher Drafting Company
62. International Data Programming Co.
63. North Carolina Mutual Insurance C
64. Minneapolis Honeywell Company
65. University of Pennsylvania
66. Temple University

67. Philadelphia Tribune
68. WPHL-TV-17
69. Crown Cork and Seal Company
70. U. S. Post Office
71. Columbia Avenue Branch Library
72. Bartram High School
73. Veterans Administration Building
74. First Pennsylvania Bank
75. Free Library
76. Baldwin Dairies
77. WHAT Radio
78. Acme Bakery
79. Art Exhibit - Rittenhouse Square
80. Cinema Experience

All of Cooke's 1800 pupils were involved in the Classroom on Wheels program. Classes went on an average of nine trips during the course of the year, with about two-thirds of the classes going on between six and twelve trips.

The Classroom on Wheels program was intended to achieve objectives in both the affective and the cognitive areas. Measures were taken to assess achievement of objectives in both of these areas.

When considering this report, one should keep in mind an important limitation of this study. Since the whole school was involved in the program, no meaningful control group was possible. This means that the influence of outside events cannot be accurately determined. This problem will be dealt with by making cautious interpretations of the data.

OBJECTIVES

1. Pupils will indicate an increased liking for school after participating in the Classroom on Wheels program by:

    a. Responding on a more positive level to school and school related stimuli on a semantic differential test.

    b. Verbalizing an increased liking for school and/or school activities in an interview situation.

    c. Attending school with greater frequency than before.

    d. Being more punctual than before in arriving at school.

2. Pupils will indicate retention of information from Classroom on Wheels experiences by:

    a. Identifying pictures of places, people, and exhibits (presented in the form of slides) as having been visited as a part of Classroom on Wheels activities.

    b. Differentiating pictures of places, people, and exhibits (presented in the form of slides) visited as a part of the Classroom on Wheels activities, from those not visited.

    c. Designating the nature of the subject matter dealt with in relation to each place, person, or exhibit shown on slides of Classroom on Wheels activities.

    d. Identifying pictures of places visited and differentiating them from pictures of places not visited in an individual interview situation.

    e. Giving specific information about places, people, and exhibits visited as a part of Classroom on Wheels activities, in response to picture stimuli in an individual interview setting.

3. Pupils will indicate a more positive attitude toward other racial and ethnic groups, after participating in the Classroom on Wheels program, by responding on a more positive level to racially related stimuli on a semantic differential test.

4. Pupils will indicate an increased knowledge of services provided by city agencies, after participating in the Classroom on Wheels program, by describing these services in response to questions (and in the presence of picture stimuli) during an individual interview situation.

METHODS

The objectives of this program were worked out jointly by school and research office personnel. Basically, school personnel (principal, enrichment assistant, and reading specialist) outlined their intention for the program and research office personnel helped them to phrase these intentions in behavioral terms. The plan for the study was worked out by research personnel in consultation with the enrichment assistant and principal of Cooke Junior High, and was approved by the latter before initiated.

Six measures were taken to assess the achievement of the program objectives.

1. A semantic differential was used to measure changes in attitude. Three stratified (by ability and grade) random samples of fifteen sections each were drawn from the school population of fifty sections. They were randomly designated as "Pre-Only," "Post-Only," and "Both" treatments.

   The semantic differential was administered to the "Pre-Only" and "Both" groups in October and to the "Post-Only" and "Both" groups in June. The same instrument was used both times.

   Administration was by the Cooke teachers. Verbatim instructions to be read to pupils were provided. This design was chosen because it permitted the determination of whether taking the Pre-test affected the Post-test.

2. A Teacher Questionnaire was used to determine faculty reaction to the program. It was also used to solicit suggestions for improvements and changes in the program.

   The questionnaire was placed in each teacher's mailbox by the enrichment assistant. Teachers were asked to seal responses in envelopes provided and place them in a box in the enrichment assistant's office. Complete anonymity was guaranteed.

3. Attempting to determine cognitive gains of pupils presented special problems. Since the individual teacher had complete instructional responsibility for his class, there was no reason to believe that any two classes which visited a particular place of interest would necessarily cover the same material. For this reason it was necessary to deal only with those elements which could reasonably be expected to be held in common by all classes.

   At the end of May a program of film slides was prepared and was shown to a stratified (by ability and grade) random sample of nine sections. Pupils were asked to differentiate between slides of those places which they had visited and those which they had not. The number of slides shown to each class section varied with the number of trips they had taken, but in all cases only half of the slides shown were of places which the section had visited. Pupils were also asked to classify places visited as to type of institution (school, business, etc.).

Pupils responded on specially prepared printed forms. All slide tests were conducted by the enrichment assistant using verbatim instructions provided.

4. Individual pupil interviews were conducted by research personnel in early June. During the interview pupils were asked to react to the Classroom on Wheels program (anonymity was guaranteed). A uniform interview schedule was used.

   The last part of the interview consisted of showing the pupil a series of six film slides - three from places he had visited and three from places he had not visited. Pupils were asked to designate those visited and to tell as much as they could about the place. The degree of understanding about the place visited was judged by the interviewer on a seven point scale. One pupil was randomly selected to be interviewed from each section which was not one of the nine involved in the group film-slide test and for which slides of three visited places were available.

5. Data on the average daily attendance for the school was collected for comparison with the previous year.

6. Data on the average amount of lateness for the school was collected for comparison with the previous year.

SEMANTIC DIFFERENTIAL

In order to determine whether the objectives concerning pupil attitudes were attained, a semantic differential was administered to pupils in October and again in June. A copy of the instrument is in the appendix.

Forty-five out of fifty class sections were randomly assigned to one of three treatment groups (making sure that each group had the same number of sections at each ability level and on each grade level):

1. Pre-Only (Tested only in October)

2. Post-Only (Tested only in June)

3. Both (Tested in October and June)

Each treatment group, then, was made up of five sections on each grade level.

This division was made to allow detection of reactive effects of the instrument. Sometimes taking a test once affects the way people respond to the test a second time. (The most obvious example, of course, is learning from a test.) Therefore, if the responses of the "Post-Only" and the post responses of the "Both" treatment are the same (and they should be, because they received the same treatment: Classroom on Wheels), then any changes in responses from October to June cannot be attributed to the effects of taking the test.

The semantic differential used consisted of fifteen concepts judged on four five-point evaluative scales. Concepts used were selected to measure feelings about matters considered central to the stated objectives of the program, and they were chosen in cooperation with the principal and the enrichment assistant.

Concepts used were:

My Parents	Adults	Teachers
Me - Myself	High School	Jewish People
Teenagers	Negro People	Cooke Junior High
White People	Philadelphia	Police
My Neighborhood	Working	Studying

The scales used were:

Nice-Awful
Pleasant-Unpleasant
Kind-Cruel
Happy-Sad

The three pages (with five concepts on each) were arranged in six different orders, which were equally distributed. This was done to avoid any chance that results were due to the fact that pupils responded differently to concepts that were first, last, etc.

In comparing the responses of the three treatment groups, the following results were found:

Treatments	*F	** p
"Pre-Only and "Both-Pre"	.517	.891
"Post-Only and "Both-Post"	1.317	.306
"Both-Pre" and "Both Post"	1.321	.304

* The statistical procedure involved was a one-factor multivariate analysis of variance using the University of Miami revised MANOVA program.

** None of these figures is significant.

As can be observed from the table, no significant differences were found among the treatment groups. Three things are indicated by this:

1. The lack of difference between the "Pre-Only" and "Post-Only" and the corresponding "Both" responses indicates that the randomly selected groups were really equivalent (i.e., came from the same population).

2. The lack of difference between the "Post-Only" and "Both-Post" responses indicates that taking the test in October did not influence responses made when taking it again in June.

3. The lack of difference between the October and June administrations to the "Both" treatment indicates that there were no significant changes in attitude toward the concepts measured in the course of the year.

To gather additional evidence, a rank order correlation (Spearman's Rho) was computed on the Pre-Post rankings of concepts by the several treatment groups, the correlations were:

Treatments	Correlation
"Pre-Only" and "Both-Pre"	.97
""Post-Only" and "Both-Post"	.98
"Both-Pre" and "Both-Post"	.98

As can be noted from the table, rank ordering of concepts by the "Both" treatment in October was almost identical with its ranking of them in June. Similarly, the correlation between the "Both" responses and the corresponding "Only" responses were almost identical.

These facts are an indication that the pupils were probably responding with their feelings and not just responding randomly. Random responses are not likely to provide correlations this high.

In conclusion, it is clear that there were no significant changes in the way the pupils viewed the concepts presented.

SLIDE TEST

A series of slides was shown to a stratified random sample of nine sections (three from each grade). The number of slides varied with the number of trips taken by each class, but in all cases half of the slides were of places which the class had visited and half were of places which the class had not visited.

In order to avoid upsetting pupils with an unannounced "Test," they were asked to indicate whether they had visited a place by telling whether or not they liked the trip. Those places that pupils claimed to have visited then had to be classified as to type of institution, using the following categories: Government, School, Business, Museum, Other.

Results indicated that seventh and ninth grade pupils were able to recognize slides of places to which they had been and discriminate them from slides of places to which they had not been at a significantly better than chance level. Eighth graders could not. In addition, all pupils were found to be able to designate the "type of institution" of each place visited at a significantly better than chance level.

Some caution must be used in interpreting these results. There is no question that the program made some impact on the seventh and ninth graders. It should be noted, however, that the uncorrected means for the seventh graders were roughly 65% correct on recognizing and discriminating slides and about 50% in designating type of place. The uncorrected means for the ninth graders were about 70% on recognition and about 71% on designating type of place. The results were statistically significant. The administration and faculty of the school must decide however whether the results were educationally significant in terms of the objectives of the program and the effort expended on it.

In all fairness it should be noted that the quality of the slides was poorer than desired. This might well have affected the results.

RECOGNITION AND DIFFERENTIATION OF SLIDES

GRADE	N	M*	S.D.	t	p
7th	84	3.01	3.51	7.81	.001
8th	89	.76	4.00	1.78	N.S.
9th	74	4.06	3.12	11.12	.001

DESIGNATION OF TYPE OF PLACE

		**			
7th	84	1.62	1.34	4.22	.001
8th***	89	1.27	1.18	2.15	.05
9th	74	2.49	1.40	2.99	.01

* Since each section was shown a different number of slides, the data was transformed to correspond to 10 slides per section for the purpose of comparison. All means were corrected for guessing (i.e., rights minus wrongs).

** The data was transformed to correspond to 5 items per section. All means were corrected for guessing (i.e., rights minus wrongs).

*** Though the 8th graders were not able to recognize slides of places they had visited and differentiate them from places they had not visited at a better than chance level, they were able to designate at a better than chance level -- the type of those places they did remember.

PUPIL INTERVIEWS

One child was selected at random from each section in the school which:

a. Was not one of the nine previously shown slides, and

b. Had been to at least three places for which slides were available.

An interview schedule eliciting information and feelings about the program was developed. In addition, a program of six slides was prepared for each section--three of places which they had visited and three of places which they had not visited.

At the beginning, the purpose of the interview was explained, the cooperation of the child solicited, and the confidentiality of his responses guaranteed. All interviews were held in private.

Of the twenty-eight children who were to be interviewed, six were out of the school on trips and so could not be reached. The results are based on twenty-two children.

Pupils responded to questions about the program as follows:

A. Did you like going on trips?

Yes	= 21
No	= 0
Qualified Reply	= 1

B. What did you like best about the trips? ( ) = number making statement.

(3)	1.	Liked content of trips.
(3)	2.	Liked the bus ride.
(3)	3.	Trips were a change from school.
	4.	The trips were educational.
(3)		a. We learned things.
(2)		b. We saw things we couldn't have seen in the classroom.
(4)	5.	We saw new things that we wouldn't have seen otherwise.
(6)	6.	The trips were usually interesting and enjoyable.

C. What did you like least about the trips?

(11)	1.	Nothing.
(3)	2.	Some trips were boring.
(2)	3.	Some trips were too long or too short.
(2)	4.	Conditions on the bus.
(2)	5.	Relations with the teacher
	6.	Relations with the host institution.
(1)		a. Sometimes you had to wait too long to get in.
(1)		b. Some places didn't want you there.
(1)	7.	I don't think Junior High pupils should go on trips because they don't behave right.

D. Did the trips make school more fun for you?

Yes = 20
No = 0
Qualified Reply = 2

E. How did the trips make school more fun for you?

(11) 1. Liked getting out of school. Change of pace.
(2) 2. Looked forward to the trips.
(5) 3. We got something (educational) out of the trips.
(4) 4. Miscellaneous
No response = 1

F. Do you think that there were too many trips? Not enough?

Too many = 1
About right = 16
Not enough = 5

G. Do you think that the trips helped you to learn more?

Yes = 17
No = 1
Qualified (i.e., Some trips) = 4

H. How do you think the trips helped you to learn?

(9) 1. Learned from seeing things.
(6) 2. Referred to things learned on specific trips.
(3) 3. Trips provide new experience.
(1) 4. Miscellaneous
No comment = 3

I. What did most pupils do on the bus most of the time?

(20) 1. Talked.
(4) 2. Looked out the window.
(3) 3. Played radios.
(3) 4. Sang.
5. Other activities
(1) a. Watched view with teacher direction.
(1) b. Played.
(1) c. Told jokes.
(1) d. Talked to teacher.
(1) e. A few people read books.
(4) 6. Depended on bus driver.

J. When asked whether they had ever been to places shown on slides prior to the Classroom on Wheels program, pupils reported that they had:

1. Been to 12% of the places previously with school trips.
2. Been to 11% of the places previously with friends or family.
3. Never before been to 63% of the places.
4. No information was obtained about 13% of the places.

Each pupil was then shown the six slides designated for his section. Whenever a pupil stated that his class had visited the place depicted, he was asked if he remembered the name of the place and what kind of thing took place there. Pupil responses were judged on a seven point continium from "little understanding" to "good understanding."

Pupils were able to pick out places which they had visited at a significantly greater than chance level:

Mean	Standard Deviation	t	p
2.45*	2.1	5.22	7.01

*Corrected for guessing. Before correction the average was 70% correct responses.

Mean rating by the interviewer on the seven point scale for places correctly identified as having been visited was 4.8 (standard deviation = 2.0). This would appear to indicate a fair understanding of what was seen.

Two cautions must be noted in relation to these findings. First, the quality and content of the slides was not as good as was desired. Second, the judgments of the interviewers was necessarily subjective. They are being reported only as additional indicators of program effect.

FACULTY EVALUATION FORM

1. PURPOSE OF THIS SURVEY

The purpose of this survey was to give the faculty of Cooke Junior High School an opportunity to react to the Classroom on Wheels program. Our primary interest was not in having them "RATE" the program, but rather in having them express professional judgment as to the effect and operation of the program. For this reason extensive opportunity was provided for free response. Opportunity was also provided for teachers to propose modifications in the program to improve it.

2. BACKGROUND OF THOSE WHO RESPONDED

A total of 47 members of the faculty responded on this survey. This constitutes 62% of the total faculty. The reasons for the failure of the remaining 38% of the faculty to respond was not ascertained.

Each teacher was asked to complete the questionnaire, seal it in an envelope, and deposit it in a box in the enrichment assistant's office. Confidentiality and anonymity were guaranteed.

A. NUMBER OF TRIPS TAKEN BY THOSE RESPONDING

Number of trips	0	1	2	3	4	5	7	8	9	10	12	15
Number responding	2	5	3	5	4	7	1	3	2	7	2	2

No response = 4

M = 5.81

B. MAIN TEACHING FIELDS OF THOSE RESPONDING

Field	Number Responding
English	6
Mathematics	7
Social Studies	8
Science	6
Languages	4
Other	14
No Response	2
Total	47

C. YEARS OF TEACHING EXPERIENCE OF THOSE RESPONDING

Years of Experience	Number Responding
0-2	18
3-5	7
6-10	8
Over-10	12
No Response	2
Total	47

3. OVERALL EFFECT OF THE PROGRAM

A. Based on personal experience and professional judgment, teachers felt that the Classroom on Wheels program:

(1) MADE THEIR TEACHING JOBS:

More enjoyable	- 53%	More difficult	- 30%
Less enjoyable	- 21%	Less difficult	- 30%
No real effect	- 21%	No real effect	- 32%
No response	- 4%	No response	- 8%

More interesting	- 53%
Less interesting	- 13%
No real effect	- 30%
No response	- 4%

(2) CAUSED THEIR PUPILS TO:

Be more cooperative	- 40%	Learn more	- 51%
Be less cooperative	- 13%	Learn less	- 17%
No real effect	- 40%	No real effect	- 26%
No response	- 6%	No response	- 6%

Participate in class more	- 34%
Participate in class less	- 13%
No real effect	- 49%
No response	- 4%

Take more initiative in doing outside work	- 19%
Take less initiative in doing outside work	- 11%
No real effect	- 60%
No response	- 11%

B. Teachers found that the trip schedule coincided with the content of units they were teaching:

Almost of the time	- 23%
Usually	- 15%
About half and half	- 19%
Not usually	- 19%
Almost none of the time	- 21%
No response	- 2%

C. Teachers found that the trip schedule coincided with when they taught units:

Almost all of the time	- 11%
Usually	- 21%
About half and half	- 17%
Not usually	- 21%
Almost none of the time	- 26%
No response	- 4%

4. CONTINUATION OF PROGRAM

Teachers were asked whether they would recommend that the Classroom on Wheels program be made a permanent part of the curriculum. They responded as follows:

Yes	- 64%
No	- 26%
Undecided	- 11%

In explaining the reasons for their reactions to this question, teachers commented on a number of aspects of the program. Their responses were classified according to the aspect discussed and, where necessary, subdivided into areas of each aspect. In this way it was hoped that an accurate representation of teacher views could be presented and a helpful critique of the program provided. (Figures in parentheses represent number of teachers making each response.)

A. SOCIAL BENEFITS TO CHILDREN

(4) a. Program improved teacher-pupil relationships.

(2) b. Program improved pupil-pupil relationships.

(2) c. Program enhanced personal development of pupil.

B. LEARNING BENEFITS TO PUPILS

(8) a. Program was educationally beneficial to pupils.

(10) b. Program was not educationally beneficial to pupils.

C. COVERAGE

(4) a. Coverage requirements were detrimental to teachers.

(2) b. Coverage requirements were detrimental to pupils.

D. MISSING OF CLASSES

(4) a. Too many classes were missed due to trips.

(4) b. Classes did not have equal opportunity to go on trips.

(1) c. Pupils wanted to take trips to miss certain classes.

E. DISRUPTION OF SCHOOL

(4) a. Trips were detrimental to school control.

(5) b. Trips were detrimental to classwork.

(5) c. Pupils had improper attitudes toward trips.

F. TEACHER USE OF TRIPS

(2) a. Some teachers used trips just to get out of teaching.

G. MISCELLANEOUS

(4) a. Negative comments.

(2) b. Neutral comments.

(1) c. Positive comments.

H. NO RESPONSE

(18 = 38%)

In order to get at the reasons behind differences of opinion on the issue of continuation of the program, main comments (i.e., comments made by three or more teachers) of teachers responding "Yes" and teachers responding "No" on this question were contrasted:

Responded "Yes"	Responded "No"
(4) .Improved teacher-pupil relations.	(5) .Pupils had improper attitudes toward trips.
(8) .Was educationally beneficial to pupils.	(6) .Program was not educationally beneficial to pupils.
(3) .Was not educationally beneficial to pupils.	(3) .Coverage was detrimental to teachers.
.No response = 47%	(3) .Too many classes were missed because of trips.
	(3) .Classes did not have equal opportunity to go on trips.
	(3) .Trips were detrimental to school control.
	(5) .Trips were detrimental to class-work.
	.No response = 8%

The main feeling expressed by teachers who advocated continuation of the Classroom on Wheels program was that it was educationally and socially beneficial to the pupils. Almost half of them (47%), however, merely indicated approval but made no comment.

Teachers who opposed continuation of the program, on the other hand, made more comments, and a greater percentage of them (92%) responded. The bulk of their comments expressed a feeling that the program had been disruptive both to the operation of the school and to its educational program.

It is also interesting to note that some of the teachers who advocated continuation of the program had reservations about its effectiveness.

5. FACULTY INVOLVEMENT

Teachers were asked to express their views concerning the extent of faculty involvement in the planning and operation of the Classroom on Wheels program. They responded as follows:

Excessive - 2%

About Right - 38%

Inadequate - 51%

No Response - 8%

A bare majority of the faculty felt that faculty involvement was inadequate. Teachers made the following comments on this issue:

(5) a. There were problems concerning arrangements.

(4) b. There were difficulties resulting from coverage.

(2) c. There was inadequate cooperation among teachers in planning.

(4) d. There was wide individual variation in teacher involvement.

(6) e. Teachers were not adequately involved in planning.

(1) f. Teacher involvement was adequate.

g. No Response = 55%

Those who considered faculty participation "About Right" did not agree on a main (i.e., made by at least three teachers) comment. Seventy-two percent of them made no comment, as compared with 42% for those who responded "Inadequate."

6. SUGGESTIONS FOR CHANGE

Teachers were asked what changes they thought should be made in the Classroom on Wheels program to improve it. Their responses were arranged into categories according to content.

A. RELATIONSHIP OF TRIPS TO THE CURRICULUM

(7) a. Trips should be more closely related to course content.

(3) b. Teachers should take classes only on trips related to their subject.

(3) c. Trips should be outlined in advance and their curricular relevance pointed out.

B. REDUCTION ON EXPANSION OF PROGRAM

(7) a. The program should be reduced.

(4) b. The scope of the program should be widened.

C. ELIMINATION OF PROGRAM

(7) a. Eliminate the program.

D. TEACHER INVOLVEMENT

(5) a. There should be more teacher preparation for trips.

(2) b. All teachers going on trips should leave adequate lesson plans.

(1) c. Instruction on trips should be arranged by the hosting institution.

(1) d. There should be more teacher participation.

E. PUPIL INVOLVEMENT

(2) a. All pupils should have equal opportunity to go on trips.

(1) b. Pupils returning from trips should be prepared for class.

(1) c. No eating out.

(1) d. There should be an easier way of leaving certain pupils behind.

F. ADMINISTRATION--GENERAL

(6) a. Administration of program needs to be more systematized.

(2) b. Enrichment assistant should have the authority to prohibit "Fun" trips.

(1) c. There should be two adults on each bus.

G. SCHEDULING OF TRIPS

(8) a. All concerned should be informed of trips further in advance.

(3) b. Trips should be scheduled further in advance.

(2) c. A master list of all confirmed trips should be posted in the Faculty Room.

(1) d. Need more flexibility in rostering so that special groups (i.e., parts of classes) can go on trips.

(4) No Response = 8.5%

Suggestions covered the administration of the program, the content of the trips, and teacher preparation.

7. ADDITIONAL COMMENTS

Teachers were given the opportunity to make any additional comments they wished. Only 28% of them did so. Since there were so few comments, and since they did not fall into meaningful categories, they will not be reported here. Approximately 60% of the statements were unfavorable to the program and 40% of them were favorable.

8. IMPACT ON THE TEACHER'S JOB

Question number four asked teachers to assess the effect of the Classroom on Wheels program. One item asked teachers whether the program made their teaching job more difficult, less difficult, or had no real effect. Responses to this item were evenly divided among the three alternatives.

In order to determine what aspects of the program influenced teachers' responses to this item, the "More Difficult" and the "Less Difficult" groups were compared. For the sake of brevity, only areas in which there were statistically significant differences will be discussed. In all other areas it may be assumed that there were no significant differences.

A. TEACHING EXPERIENCE

	Responded: "More Difficult"	Responded: "Less Difficult" *
0-2 Years -	7%	57%
3 or More Years -	93%	28%

* No Response on Experience = 14%

B. In assessing the effect of the program, teachers in the groups being considered responded as follows:

(1) Did it make your teaching job:

Responded: "More Difficult"		Responded: "Less Difficult"	
More Interesting	- 14%	More Interesting	- 100%
Less Interesting	- 43%	Less Interesting	- 0
No Real Effect	- 43%	No Real Effect	- 0
More Enjoyable	- 14%	More Enjoyable	- 100%
Less Enjoyable	- 71%	Less Enjoyable	- 0
No Real Effect	- 14%	No Real Effect	- 0

(2) Did it cause your pupils to:

Be More Cooperative	- 7%	Be More Cooperative	- 86%
Be Less Cooperative	- 43%	Be Less Cooperative	- 0%
No Real Effect	- 50%	No Real Effect	- 14%
Participate in Class More	- 7%	Participate in Class More	- 71%
Participate in Class Less	- 28%	Participate in Class Less	- 7%
No Real Effect	- 64%	No Real Effect	- 21%
Learn More	- 21%	Learn More	- 93%
Learn Less	- 57%	Learn Less	- 0%
No Real Effect	- 14%	No Real Effect	- 0%
No Response	- 7%	No Response	- 7%

(3) How well did it coincide with <u>when</u> you taught units?

Almost All of the Time	- 21%	Almost All of the Time	- 7%
Usually	- 14%	Usually	- 29%
About Half and Half	- 7%	About Half and Half	- 14%
Not Usually	- 7%	Not Usually	- 36%
Almost None of the Time	- 50%	Almost None of the Time	- 7%
No Response	- 0%	No Response	- 7%

(4) Should the Classroom on Wheels program be continued?

Yes	- 21%	Yes	- 93%
No	- 64%	No	- 0%
Undecided	- 14%	Undecided	- 7%

Generally, teachers who responded "Less Difficult" also responded more positively on all other items than those who responded "More Difficult." There was also a large and significant difference between the two groups in their reactions to the continuation of the program.

Main comments on the issue of continuation of the program tended to follow the general pattern of positive comments relating to social and educational benefits, and negative comments dealing with administrative problems and disruption of the existing educational program.

Responded: "More Difficult"

(4) .Was not educationally beneficial to pupils.

(3) .Coverage was detrimental to pupils.

(5) .Trips were detrimental to class work.

(5) .Pupils had improper attitude toward trips.

.No Response = 36%

Responded: "Less Difficult"

(3) .Improved teacher-pupil relations.

(3) .Was educationally beneficial to pupils.

.No Response = 57%

C. Suggestions made for changes in the program show no clear division as was in evidence above. In fact, there were only a few suggestions on which three or more teachers agreed so that they could be classified as main responses.

(3) .Trips should be more closely related to course content.

(6) .Eliminate the program.

.No Response = 0%

(3) .All concerned should be notified of trips further in advance.

.No Response = 21%

D. SUMMARY

Most teachers responding "Less Difficult" were new teachers (i.e., 0-2 years experience). They tended to react favorably to the program in general, and commented on its social and educational benefits for their pupils. At the same time, they appeared to be aware of the limitations of the program.

Teachers responding "More Difficult," on the other hand, were mostly experienced teachers (i.e., 3 or more years experience). They tended to react more negatively to the program than the other group. Their comments pointed out administrative difficulties and problems of conflict between the Classroom on Wheels program and the existing school program.

9. EXPERIENCED AND NEW TEACHERS COMPARED

Another division of the data was made along the lines of years of teaching experience. This was done with the idea in mind that one's views and one's perspective can reasonably be expected to change with experience. The purpose of this section is to explore any differences that exist. No value judgment is implied in making this division.

For the purpose of this section, new teachers are defined as those with less than three years teaching experience, and experienced teachers are defined as those with three or more years of teaching experience.

a. There was a highly significant difference between new teachers and experienced teachers in the percentage that saw the Classroom on Wheels program as making their teaching job more difficult.

NEW		EXPERIENCED	
More Difficult	- 6%	More Difficult	- 48%
Less Difficult	- 44%	Less Difficult	- 15%
No Real Effect	- 44%	No Real Effect	- 26%
No Response	- 6%	No Response	- 11%

In all other responses concerning the effect of the program, there were no statistically significant differences between new teachers and experienced teachers.

Though the differences were not statistically significant, they were almost all in the same direction: A greater percentage of experienced teachers chose the negative alternatives and a greater percentage of the new teachers chose the positive alternatives.

b. There were no significant differences between new teachers and experienced teachers in how they thought the trip schedule coincided with either the content of the units they taught or when they were taught.

c. When asked whether they would recommend that the Classroom on Wheels program be made a permanent part of the curriculum, new teachers responded overwhelmingly in the affirmative. Experienced teachers, however, were almost evenly divided between "Yes" and "No" responses.

NEW		EXPERIENCED	
Yes	- 89%	Yes	- 44%
No	- 11%	No	- 37%
Undecided	- 0%	Undecided	- 19%

Main comments made by each group also revealed differences in perspective. New teachers commented on the social and educational effects of the program. Experienced teachers, however, were mainly concerned with the impact of the program on the operation of the school and on the existing educational pattern.

NEW	EXPERIENCED
(4) .Improved teacher-pupil relationships.	(7) .Was not educationally beneficial to pupils.
(5) .Was educationally beneficial to pupils.	(3) .Coverage was detrimental to teachers.

NEW	EXPERIENCED
(3) .Was not educationally beneficial to pupils.	(3) .Too many classes missed because of trips.
.No Response = 33%	(3) .Classes did not have equal opportunity to go on trips.
	(3) .Trips were detrimental to school control.
	(4) .Trips were detrimental to class work.
	(4) .Pupils had improper attitude toward trips.
	.No Response - 41%

d. Responses of new and experienced teachers were almost identical on the issue of teacher involvement. A majority of each group considered teacher participation in the planning and operation of the program as being "inadequate." Main comments, however, were a bit different, again reflecting the greater concern of experienced teachers with the administration of the program and its impact on the operation of the school.

NEW	EXPERIENCED
(5) .Teachers were not adequately involved in planning.	(4) .There were problems concerning arrangements.
.No Response = 44%	(4) .There were difficulties resulting from coverage.
	(3) .There was wide individual variation in teacher involvement.
	.No Response = 63%

e. When asked to make suggestions for changes in the Classroom on Wheels program, both new teachers and experienced teachers were mainly concerned with administrative procedures.

NEW	EXPERIENCED
(3) .The scope of the program should be widened.	(6) .Trips should be more closely related to course content.
(4) .There should be more teacher preparation for trips.	(5) .The program should be reduced.
(3) .All concerned should be informed of trips further in advance.	(6) .Eliminate the program.
.No Response = 6%	(5) .Administration of program needs to be more systematized.
	(5) .All concerned should be informed of trips further in advance.
	.No Response = 7%

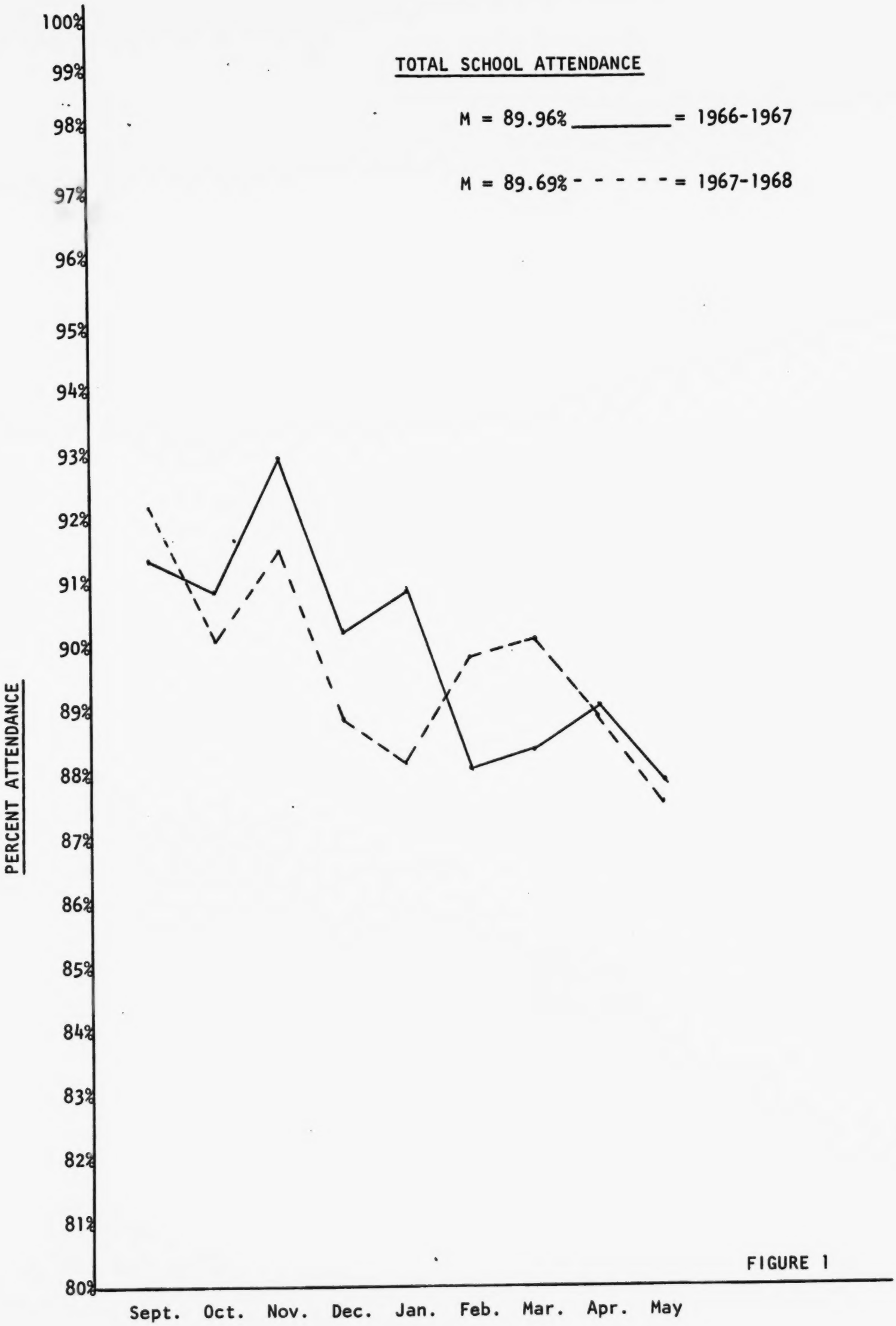
TOTAL SCHOOL ATTENDANCE
M = 89.96% _____ = 1966-1967
M = 89.69% - - - - - = 1967-1968
PERCENT ATTENDANCE
100%
99%
98%
97%
96%
95%
94%
93%
92%
91%
90%
89%
88%
87%
86%
85%
84%
83%
82%
81%
80%
Sept.
Oct.
Nov.
Dec.
Jan.
Feb.
Mar.
Apr.
May
Month

FIGURE 1

TOTAL SCHOOL LATENESS

LATENESSES PER PUPIL = 1.53_____ = 1966-1967

LATENESSES FOR PUPIL = 2.42- - - - - = 1967-1968

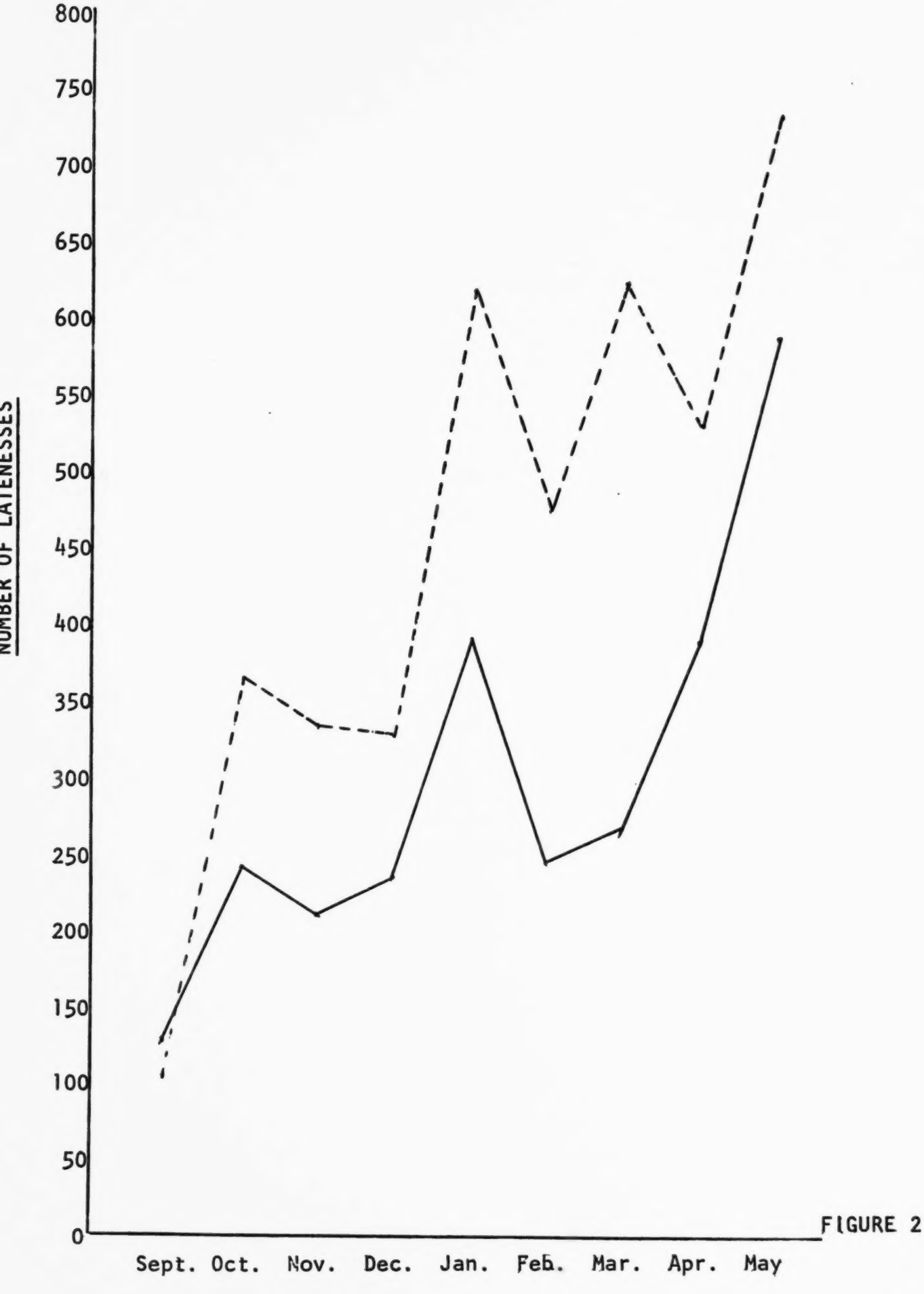

FIGURE 2

CONCLUSIONS

Conclusions will be presented first in terms of the program objectives. Additional issues will then be discussed.

1. Pupils will indicate an increased liking for school after participating in the Classroom on Wheels program by:

   a. Responding on a more positive level to school and school related stimuli on a semantic differential test.

      Since the semantic differential registered no changes in attitude toward school related stimuli, this measure indicates that this objective was not attained.

   b. Verbalizing an increased liking for school and/or school activities in an interview situation.

      In the individual interview pupils overwhelmingly agreed that they liked going on trips, and that the trips made school more fun. Apparently this did not, however, make them feel more positively about school itself.

   c. Attending school with greater frequency than before.

      Clearly this objective was not achieved. (See Figure 1.) Whether factors extraneous to the program were operating cannot be determined, since no control group was available.

   d. Being more punctual than before in arriving at school.

      This objective was not achieved. (See Figure 2.) Again, lack of a control group prevents the detection of possible extraneous factors.

2. Pupils will indicate retention of information from Classroom on Wheels experiences by:

   a. Identifying pictures of places, people, and exhibits (presented in the form of slides) as having been visited as apart of Classroom on Wheels activities.

   b. Differentiating pictures of places, people, and exhibits (presented in the form of slides) visited as a part of Classroom on Wheels activities, from those not visited.

   c. Designating the nature of the subject matter dealt with in relation to each place, person, or exhibit shown on slides of Classroom on Wheels activities.

Seventh and ninth graders were able to recognize slides of places which they had visited and discriminate them from slides of places they had not visited at a significantly better than chance level. All pupils were able to designate the nature of subject matter dealt with of each place designated as visited at a significantly better than chance level. It seems fair to conclude that the program was at least moderately successful in attaining this objective.

d. Identifying pictures of places visited and differentiating them from pictures of places not visited in an individual interview.

Results indicate that those pupils who were interviewed were able to identify slides of places visited at a greater than chance level. This would support the previous conclusion that this objective was achieved.

e. Giving specific information about places, people, and exhibits visited as a part of Classroom on Wheels activities in response to picture stimuli in an individual interview setting.

Pupils interviewed displayed a fair understanding of places visited in the judgment of the interviewers. This, too, would tend to support the conclusion that this objective was achieved, at least to some degree.

3. Pupils will indicate a more positive attitude toward other racial and ethnic groups, after participating in the Classroom on Wheels program, by responding on a more positive level to racially related stimuli on a semantic differential test.

There was no change in pupil attitudes toward racial or ethnic groups, as revealed by the semantic differential. This objective, then, was not achieved.

4. Pupils will indicate an increased knowledge of services provided by city agencies, after participating in the Classroom on Wheels program, by describing these services in response to questions (and in the presence of picture stimuli) during an individual interview situation.

Since no slides were taken which dealt with the content designated in this objective, it was not possible to determine whether it was achieved. Few trips were taken which could be geared toward this objective.

5. Faculty Reaction

Teachers responding to the faculty questionnaire were generally favorable to the Classroom on Wheels program, and they clearly advocated its continuation. While a bare majority thought that the program had been educationally beneficial to their pupils, there was a wide range of opinion on that issue.

Based on responses made throughout the questionnaire, the following would seem to be a fair representation of teachers' views of changes needed in the Classroom on Wheels program:

a. An attempt should be made to involve teachers (on a voluntary basis) in all aspects of planning and operating the program.

b. Ways should be worked out to minimize:

   (1) Coverage requirements

   (2) Missing of classes by pupils

c. Trips should be planned well in advance, and all concerned should be given adequate notice.

d. The program should be more closely related to curricular offerings:

   (1) In terms of content of trips.

   (2) By preparation of pupils for trips and follow-up after trips.

   (3) By insuring that trips are basically learning experiences rather than recreational experiences.

   (4) By making sure that the nature of each trip is known to all interested teachers in advance.

e. The administration of the program should be more systematized so that:

   (1) Trip scheduling is done more smoothly.

   (2) Trip arrangements are made more smoothly.

   (3) There is better communication throughout the school concerning the program.

DISCUSSION AND RECOMMENDATIONS

1. TRIPS SHOULD BE MORE THOROUGHLY PLANNED

In a number of places in the faculty survey, teachers made comments relating to relevancy of the trips to the curriculum. Comments were also made about the purposes for which some trips may have been taken, and the pupils' perceptions of the trips.

Reactions of pupils interviewed corroborated this to some degree. Though they reported that getting out of school was one of the reasons they liked the program, they did appear to be aware of the advantages of seeing things first hand.

Testing with slides revealed that the program unquestionably had an impact on the pupils. The extent of the impact (at least as revealed by recognition and designation of type), however, was limited.

These are the facts on which the recommendation for more planning is based. Perhaps the school must decide whether their main intention is to gear the trips to the curriculum or base the curriculum on the trips. In either case more extensive preparation (both of the trip, and of the pupils for the trip) seems advisable.

This might mean that commitment to a specific number of buses a day introduces too much inflexibility into the program. If possible, buses should be available when needed, but there should be no compulsion to use them just because they are there. Undoubtedly many places are interesting to visit, but maximum benefit can be expected only if the school is able to capitalize on (i.e., do something with) the interest created and relate information offered directly to the instructional effort.

2. EXAMINE THE USE OF BUS TIME

Pupils indicated that activities on buses were almost entirely of an unstructured nature (i.e., socializing). Since pupils are spending much more time on buses than normally, perhaps the advisability of some kind of instructional activity should be investigated. If unstructured time is determined to be the best thing, then it should be pursued for positive reasons.

3. REQUIRE SCHEDULING FURTHER IN ADVANCE

Problems of coverage and scheduling which teachers discussed in the Faculty Survey could be minimized (though not eliminated entirely) by requiring trips to be scheduled several weeks in advance. This would also make more thorough planning more feasible. Though each case must be judged individually, the advantage of a well planned experience might be greater than a "sudden opportunity" for which there was no time to plan.

4. CONSIDER ESTABLISHING AN "INSTRUCTIONAL TEAM" ORGANIZATION

If teachers could be organized into instructional teams (across subject matter lines), each responsible for several sections of pupils, then trips could be organized by teams. It would be possible for each team to plan together. This would enable teachers to decide which trips would best augment their instructional efforts. Such an organization might well minimize many of the problems faced by the program in its first year.

5. ESTABLISH A JOINT FACULTY-ADMINISTRATION COMMITTEE FOR THE PROGRAM

Most teachers indicated that they considered their participation in the planning and operation of the program to be inadequate. Greater involvement of the faculty in these phases of the program might be instrumental in preventing and in dealing with some of the problems that arise in a program of this nature.

APPENDIX

A. Practice Page for Semantic Differential

B. Semantic Differential

C. Instructions for Semantic Differential (Revised)

D. Pupil Response Form

E. Instructions for Pupil Response Form

F. Pupil Interview Record

G. Pupil Interview Instructions

H. Faculty Evaluation Form

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Field Research

STUDENT QUESTIONNAIRE

Sample:

ICE CREAM

	Very	Sort of	Neither	Sort of	Very	
Awful	☐	☐	☐	☐	☐	Nice
Pleasant	☐	☐	☐	☐	☐	Unpleasant
Kind	☐	☐	☐	☐	☐	Cruel
Sad	☐	☐	☐	☐	☐	Happy

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Department of Field Research

MY NEIGHBORHOOD

	very	sort of	neither	sort of	very	
Awful	☐	☐	☐	☐	☐	Nice
Pleasant	☐	☐	☐	☐	☐	Unpleasant
Kind	☐	☐	☐	☐	☐	Cruel
Sad	☐	☐	☐	☐	☐	Happy

HIGH SCHOOL

	very	sort of	neither	sort of	very	
Awful	☐	☐	☐	☐	☐	Nice
Pleasant	☐	☐	☐	☐	☐	Unpleasant
Kind	☐	☐	☐	☐	☐	Cruel
Sad	☐	☐	☐	☐	☐	Happy

PHILADELPHIA

	very	sort of	neither	sort of	very	
Awful	☐	☐	☐	☐	☐	Nice
Pleasant	☐	☐	☐	☐	☐	Unpleasant
Kind	☐	☐	☐	☐	☐	Cruel
Sad	☐	☐	☐	☐	☐	Happy

WHITE PEOPLE

	very	sort of	neither	sort of	very	
Awful	☐	☐	☐	☐	☐	Nice
Pleasant	☐	☐	☐	☐	☐	Unpleasant
Kind	☐	☐	☐	☐	☐	Cruel
Sad	☐	☐	☐	☐	☐	Happy

ADULTS

	very	sort of	neither	sort of	very	
Awful	☐	☐	☐	☐	☐	Nice
Pleasant	☐	☐	☐	☐	☐	Unpleasant
Kind	☐	☐	☐	☐	☐	Cruel
Sad	☐	☐	☐	☐	☐	Happy

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ME-MYSELF

	very	sort of	neither	sort of	very	
Awful	☐	☐	☐	☐	☐	Nice
Pleasant	☐	☐	☐	☐	☐	Unpleasant
Kind	☐	☐	☐	☐	☐	Cruel
Sad	☐	☐	☐	☐	☐	Happy

POLICE

	very	sort of	neither	sort of	very	
Awful	☐	☐	☐	☐	☐	Nice
Pleasant	☐	☐	☐	☐	☐	Unpleasant
Kind	☐	☐	☐	☐	☐	Cruel
Sad	☐	☐	☐	☐	☐	Happy

MY PARENTS

	very	sort of	neither	sort of	very	
Awful	☐	☐	☐	☐	☐	Nice
Pleasant	☐	☐	☐	☐	☐	Unpleasant
Kind	☐	☐	☐	☐	☐	Cruel
Sad	☐	☐	☐	☐	☐	Happy

NEGRO PEOPLE

	very	sort of	neither	sort of	very	
Awful	☐	☐	☐	☐	☐	Nice
Pleasant	☐	☐	☐	☐	☐	Unpleasant
Kind	☐	☐	☐	☐	☐	Cruel
Sad	☐	☐	☐	☐	☐	Happy

WORKING

	very	sort of	neither	sort of	very	
Awful	☐	☐	☐	☐	☐	Nice
Pleasant	☐	☐	☐	☐	☐	Unpleasant
Kind	☐	☐	☐	☐	☐	Cruel
Sad	☐	☐	☐	☐	☐	Happy

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TEENAGERS

	very	sort of	neither	sort of	very	
Awful	☐	☐	☐	☐	☐	Nice
Pleasant	☐	☐	☐	☐	☐	Unpleasant
Kind	☐	☐	☐	☐	☐	Cruel
Sad	☐	☐	☐	☐	☐	Happy

STUDYING

	very	sort of	neither	sort of	very	
Awful	☐	☐	☐	☐	☐	Nice
Pleasant	☐	☐	☐	☐	☐	Unpleasant
Kind	☐	☐	☐	☐	☐	Cruel
Sad	☐	☐	☐	☐	☐	Happy

COOKE JUNIOR HIGH

	very	sort of	neither	sort of	very	
Awful	☐	☐	☐	☐	☐	Nice
Pleasant	☐	☐	☐	☐	☐	Unpleasant
Kind	☐	☐	☐	☐	☐	Cruel
Sad	☐	☐	☐	☐	☐	Happy

JEWISH PEOPLE

	very	sort of	neither	sort of	very	
Awful	☐	☐	☐	☐	☐	Nice
Pleasant	☐	☐	☐	☐	☐	Unpleasant
Kind	☐	☐	☐	☐	☐	Cruel
Sad	☐	☐	☐	☐	☐	Happy

TEACHERS

	very	sort of	neither	sort of	very	
Awful	☐	☐	☐	☐	☐	Nice
Pleasant	☐	☐	☐	☐	☐	Unpleasant
Kind	☐	☐	☐	☐	☐	Cruel
Sad	☐	☐	☐	☐	☐	Happy

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Office of Research and Evaluation
Field Research

INSTRUCTIONS

A. PREPARATION

1. Distribute both a booklet and a sample sheet (copies of both attached) to each pupil.

2. The order of the pages in this instrument has been purposely varied. Do not call this to your pupils' attention, but if they ask say, "That's the way it is supposed to be. Don't worry about it." (Or words to that effect.)

3. If pupils point that they filled out this instrument before, say, "Yes, I know. We are being asked to fill it out once more." (Or words to that effect.)

B. DIRECTIONS TO THE CLASS (To be read verbatim -- except for material in parentheses.)

Place both the paper and the booklet face down on your desk.

Please do not mark these papers until I tell you to do so.

Now turn the booklet face up. At the upper left-hand corner of the first page write the number two.

At the top of the page, in the middle, write B if you are a boy of G if you are a girl.

At the upper right-hand corner write your section.

Do NOT place your name anywhere on this booklet.

Now turn your booklet face down and give me your attention.

This is a survey to find out how the pupils at Cooke Junior High feel about certain things.

Each page of the survey booklet is divided into five sections. At the top of each section you will find a TOPIC word. Underneath it you will find four pairs of words that tell about it.

Please turn your sample sheet (hold up a copy) face up. Each section in this survey looks exactly like the section on your sample sheet. Notice that there is a TOPIC word, ice-cream, at the top and four pairs of words under it. For each pair of words you are to place an X in the box that comes closest to telling how you really feel about the topic word.

For example, if a person felt that ice cream was "very" nice, where would he place the X? (Call on a pupil to tell. If incorrect, call on another. If correct, continue.) That's right. Everyone place the X in that box.

Notice that the "very" on the other side stands for "very awful."

Where would a person place the X if he felt that ice cream was "sort of" pleasant? (Call on a pupil to tell. If incorrect, call on another. If correct, continue.) That's right. Everyone place the X in that box.

Notice that the "sort of" on the other side stands for "sort of" unpleasant. Each box stands for the word that it is closest to.

Now, for the next two pairs of words place the X's in the boxes that come closest to telling how you feel about the topic word.

(Pause for class to comply; circulate to make sure that pupils are completing the sample form correctly. Answer any questions.)

Be sure to mark only one box in each line. You should have four X's in each section -- one on each line.

Now turn your sample sheet face down and give me your attention.

This is a survey, so there are NO right or wrong answers. On any topic it is natural for some people to feel one way and some people to feel another way. The only "correct" answer is the one that comes closest to telling how you really feel about the topic.

Please do NOT look at anyone else's paper. Make up your own mind.

Are there any questions? Does everyone understand what to do? (Answer any questions.)

You may now turn the survey booklet face up and begin. Try not to take too much time with any section.

(If pupils ask questions during the administration of the survey, you may answer them individually, but be careful not to indicate personal feelings.)

C. AT THE END (Read verbatim.)

Check to make sure that you have completed all three pages. (Give an extra minute to pupils who indicate that they forgot to answer a page.)

Now turn your booklet face down and place it on top of your sample sheet.

(Collect sample sheets and survey booklets together. Place them in one pile. On tope of the pile place a sheet of paper with the section number. The materials should then be returned to the Testing Coordinator as soon as possible.)

(Note: This is not a timed test, but it is anticipated that a maximum actual working time of ten minutes will be sufficient.)

THANK YOU FOR YOUR COOPERATION.

IJF/kc
May 17, 1968

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Field Research

June 1968

PUPIL RESPONSE FORM

1. A BUSINESS is a place that sells things or makes things to sell.
2. A MUSEUM is a place where people go to look at exhibits.
3. A SCHOOL is a place where people go for an education.
4. A GOVERNMENT agency is a place that helps to run our city, state, or national government.
5. OTHER - anything that does not fit into the other areas.

NUMBER	I DID NOT SEE IT	I ENJOYED IT	I DID NOT ENJOY IT	KIND OF PLACE				
				BUSINESS	MUSEUM	SCHOOL	GOVERNMENT	OTHER
SAMPLE A								
SAMPLE B								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

NUMBER	I DID NOT SEE IT	I ENJOYED IT	I DID NOT ENJOY IT	KIND OF PLACE				
				BUISNESS	MUSEUM	SCHOOL	GOVERNMENT	SCHOOL
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								
28								
29								
30								
31								
32								
33								
34								
35								
36								
37								
38								
39								
40								

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Field Research

June 1968

INSTRUCTIONS
PUPIL RESPONSE FORM

(To Be Read Verbatim)

The school system and Cooke Junior High are now evaluating the "Classroom on Wheels" Program. That is, we are trying to find out how well it worked.

Part of the evaluation includes finding out what the pupils think of the trips on which they went.

This period I am going to show you a set of picture slides of places seen on trips. Since this set is being used for more than one class, you will find that some of the slides are of places to which you have been and some of them are of places to which you have not been. (At this point, distribute reaction forms).

On the sheet which I have just given you, please place your section number in the upper right hand corner. Do not place your name anywhere on this paper.

As each slide is shown on the screen, you are to check the box that tells whether you saw it on a class trip or not. This is important: It does not count if you saw it with your family or in elementary school. Unless you saw it with the "Classroom on Wheels" Program, you are to check the box that says "I DID NOT SEE IT."

If you did not see the place shown on the slide, then there is nothing else for you to do after you mark the proper box.

If you did see the place shown on the slide, then we would like to know whether you enjoyed visiting the place or not.

You will tell us that you enjoyed visiting the place shown by marking and "X" in the box under the statement, "I ENJOYED IT."

Similarly, you will tell us that you did not enjoy visiting the place shown by marking an "X" in the box under the statement, "I DID NOT ENJOY IT."

Either way, whether you enjoyed it or not, check the box that <u>best</u> tells the kind of place it is.

Now look at the top of your answer sheet. Notice that there are five words that tell about the kind of place it is. Read them to yourself while I read them aloud.

1. A <u>BUSINESS</u> is a place that makes things to sell or sells things.
2. A <u>MUSEUM</u> is a place where people go to look at exhibits.
3. A <u>SCHOOL</u> is a place where people go for an education.
4. A <u>GOVERNMENT</u> agency is a place that helps to run our city, state, or national government.
5. <u>OTHER</u> - anything that does not fit into the other areas.

Please look at the sample slide. Does anyone recognize it? (Call on pupil.) That's right. It's Cooke Junior High. Let's say that you saw it on a trip this year. You would have to mark the box that tells whether you enjoyed the trip or didn't enjoy the trip. Please mark the box on the line that says "Sample A."

The next thing to be done is to mark the box that best tells the kind of place it is. What box should be marked? (Call on pupil to answer.) That's right, school. Please mark it now.

If you had not seen this place on a trip this year, which box would you have marked? (Call on pupil to answer.) That's right.

This slide is "Sample B." Does anyone recognize it? (Call on pupil to answer. If wrong, call on another.) That's right, it is _____.

Let's say that you saw it on a trip this year. You would have to mark the box that tells whether you enjoyed the trip or didn't enjoy the trip. Mark one of the boxes on line "Sample B" now.

The next thing to be done is to mark the box that best tells the kind of place it is. What box should be marked? (Call on pupil to answer.) That's right_____. Please mark it now.

If you had not seen this place on a trip this year, which box would you have marked? (Call on pupil to answer.) That's right.

You will be asked to treat all slides the same way.

EACH SLIDE IS NUMBERED. BE SURE TO MARK YOUR RESPONSES IN THE BOXES ON THE LINE NEXT TO THE CORRECT NUMBER.

Are there any questions? Does everyone understand?

(Answer any questions.)

Please keep your papers covered. We want <u>your</u> opinion.

This is slide Number One. Etc.

(When procedure is completed, have papers placed face down and collect).

E

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Field Research

June 1968

PUPIL INTERVIEW RECORD

1. Section:_____ Sex: ☐ Boy ☐ Girl

2. ☐ Yes (Go to a.) ☐ No (Go to b.)

☐ Other (specify) (Go to a.)_____

a. (1) _____

_____

_____

(2) _____

_____

_____

b. (1) _____

_____

_____

(2) _____

_____

_____

3. ☐ Yes ☐ No ☐ Other (specify)_____

_____

_____

4. ☐ Too Many ☐ About Right ☐ Not Enough

5. ☐ Yes ☐ No ☐ Other (specify)_____

_____

_____

6. _____

_____

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
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June 1968

PUPIL INTERVIEW

Hello. Please have a seat.

1. My name is _____ and I'm from the Office of Research. Our job is to find out about the "Classroom on Wheels" program that you had at Cooke this year, because other junior high schools might want to try it, too. That is why we are asking some pupils to help us by giving us some information.

   You can feel free to tell us exactly what you think. We are not taking names, so everything you tell us will be strictly confidential. All pupils' answers will be bunched together, so that no one will be able to tell who said what.

2. Did you like going on the trips?

   (IF POSITIVE) a. (1) What did you like best about them?

   (2) What did you like least about them?

   (IF NEGATIVE) b. (1) Can you tell me what you didn't like about them?

   (2) Was there anything about the trips that you did like?

3. Did the trips make school more fun for you?

   (IF POSITIVE) Can you tell me how?

4. Do you think that there were too many trips? Not enough?

5. Do you think that the trips helped you to learn more?

   Can you tell me how?

6. What did most pupils do on the bus most of the time?

7. I am going to show you some slides of places that classes went to during the "Classroom on Wheels" program, and I'm going to ask you to tell me something about them. Some of the slides will be of places that you did not see. When they come up, just tell me that you didn't see them.

8. Hold up the first picture.

   Did you see this on a trip this year? (Note: If pupil is not sure and maintains this position, treat as a "No" answer).

   If yes, go to 9A.

   If no, go to 9B.

9A. If 7 Yes:

   Have you ever been to this place before the trip?

   (a) On an earlier school trip?

   (b) With family or friends?

9B. If 7 No:

   (a) On a school trip?

   (b) With family or friends?

   Go to next slide.

10. Do you remember the name of the place (In this picture? / Where you saw this exhibit?)

11. Can you tell me (How it works? / What it does? / What happens here?)

12. Do you remember anything else that you saw at this place?

13. Do you remember anything else that you saw during this trip?

   NOTE: REPEAT 8-12 FOR EACH SLIDE.

14. Thank you very much for your cooperation. You were very helpful.

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Field Research

June 1968

FACULTY EVALUATION FORM

The Office of Research and Evaluation is conducting an evaluation of the "Classroom on Wheels" program.

Although a certain amount of objective data is being collected, this does not eliminate the need for the professional judgment of the teaching staff. For this reason, we are asking you to complete this questionnaire. (A copy of the overview of the study of this program is attached for your information.)

All responses will be tabulated and presented in the form of grouped data only.

INDIVIDUAL RESPONSES WILL NOT BE SHOWN TO ANYONE OTHER THAN THE STAFF OF THE OFFICE OF RESEARCH AND EVALUATION UNDER ANY CONDITIONS!

Please complete this form, seal it in the envelope, and return it by _____ to _____.

(Envelopes will not be opened until they reach the Office of Research and Evaluation.)

1. On how many trips have you gone this year? _____

2. What is your main teaching field?

☐ English ☐ Social Studies ☐ Languages

☐ Mathematics ☐ Science ☐ Other

3. How many years of teaching experience do you have?

☐ 0-2 years ☐ 6-10 years

☐ 3-5 years ☐ over 10 years

4. Based on your personal experience and professional judgment, what was the effect of the "Classroom on Wheels" program?

a. <u>Did it make your teaching job:</u>

(1)	more difficult ☐	no real effect ☐	less difficult ☐
(2)	less enjoyable ☐	no real effect ☐	more enjoyable ☐
(3)	less interesting ☐	no real effect ☐	more interesting ☐

b. <u>Did it cause your pupils to:</u>

(1)	learn more ☐	no real effect ☐	learn less ☐
(2)	be more cooperative ☐	no real effect ☐	be less cooperative ☐
(3)	participate in class less ☐	no real effect ☐	participate in class more ☐
(4)	take less initiative in doing outside work ☐	no real effect ☐	take more initiative in doing outside work ☐

H

c. How well did the trip schedule coincide with your teaching program?

(1) Did it coincide with the content of the units you were teaching:

almost none of the time	not usually	about half and half	usually	almost all of the time
☐	☐	☐	☐	☐

(2) Did it coincide with when you taught units:

almost all of the time	usually	about half and half	not usually	almost none of the time
☐	☐	☐	☐	☐

5. Would you recommend that the "Classroom on Wheels" Program be made a permanent part of the curriculum?

yes	undecided	no
☐	☐	☐

Please explain (continue on back of sheet if necessary).

_____

_____

_____

_____

6. In your opinion was the involvement of the faculty in the Planning and Operation of the "Classroom on Wheels" Program:

excessive	about right	inadequate
☐	☐	☐

Please comment: _____

_____

_____

_____

7. What changes, if any, do you think should be made in the "Classroom on Wheels" Program to improve it? (Continue on other side if necessary.)

_____

_____

_____

_____

_____

_____

8. Please use this space to make any additional comments that you wish.

H